**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: September 6, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 3 (Interview)** | | |
| **Essential Question(s):**   * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Reading Street 2.1 textbooks (A Weed is a Flower by Aliki)** * **Document camera** * **Paper** * **Pencils** * **Art supplies** * **Story Maps** * **T-Charts** | | | | * **character** * **plot** * **setting** * **problem** * **solution** * **organization** * **story map** * **T-chart** * **challenge/event** * **response** * **genre** * **text (instead of “story”)** * **biography** * **interview** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared  Guided Practice   * Independent | **Writing**  **Standards:**  **W. 2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 - Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 - Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 - Demonstrate command of standard English capitalization, punctuation, and spelling when writing.**  **I Can Statement(s):**   * **I can create a graphic organizer and use it to write a detailed story.**   **Instructional Plan:**   * **Prompt: Write about a special time you spent with a friend.** * **Model rereading for editing/revising.** * **Students can publish their first story.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.**  **RL.2.3 – Describe how characters in a story respond to major events and challenges.**  **I Can Statement(s):**   * **I can create a story map to identify the main parts of a story.** * **I can read a story and create a T-Chart to identify challenge’s and the character’s response to the challenge.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**   * **Take out Reading Street textbooks 2.1 – A Weed is a Flower by Aliki.** * **Discuss the genre: biography.** * **Read the story aloud as students follow along in their books.** * **Discuss the characters, setting, and plot (reviewing these vocabulary words).** * **Together, complete a story map. (Use the document reader so that students can complete a copy with the teacher.)** * **Have students work in pairs to create a T-Chart with at least 2 challenges/responses.** * **Group share time.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions.** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about topics and texts under discussion.**   **I Can Statement(s):**   * **I can identify the challenges and events that effect the characters and their actions.** * **I can understand the character’s problem and identify the solution.**   **Instructional Plan:**   * **Students work together to complete a T-chart for A Weed is a Flower.** * **Students share their group’s T-chart with the class.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared   * Guided Practice   Independent | **Word Study**  **Standards:**  **L.2.2d – Generalize learned spelling patterns when writing words.**  **I Can Statement(s):**   * **I can use spelling patterns to correctly spell new words.**   **Instructional Plan:**   * **Syllable Patterns – page 36c in Reading Street Teacher’s Edition (vc/cv and vcc/v)** * **Spelling Pretest.** | | | | |
| **Closing/Summarizing Strategy** | * **Review of Story Map Checklist and T-Chart rubric.** * **Review of “I Can” statements.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can add another column to the T-chart explaining how he/she would have responded to that event/challenge and why.** | | **Teacher identifies the number of characters and/or challenges for student..** | | | **Classroom anchor charts will be posted as visual reminders.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal assessment of Story Map and T-Chart completed during class. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*